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ABSTRACT

The fourth publication in the Model Schools series, this guide for administrators suggests changes and procedures that come mainly from the authors' experience in the Model Schools Project, a five-year program sponsored by the National Association of Secondary School Principals. The project's purpose was to demonstrate in a group of schools that educational opportunities can be enhanced when a variety of educational innovations are coordinated with improved methods of program evaluation. Throughout the booklet, the authors urge full involvement of the faculty, student body, administration, school board, parents, and general citizenry in school changes. Topics covered include deciding whether to change the school; deciding what to change; using sound teaching methods to change persons and schools; providing options to make changes easier; using information you already have; collecting additional data to facilitate change; profiting from experiences of others; acting positively to gain confidence; coping with problems; accepting personal responsibility; organizing to provide effective leadership; and basic questions to ask before beginning. Each chapter concludes with possible first steps toward implementing the procedures discussed. (Author/JM)

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How To Change Your School

by

J. Lloyd Trump
and
William Georgiades

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Foreword

Nearly one and a half centuries ago Horace Mann presented his famous dual mandate for quality schools, viz., to stabilize and perpetuate the society, and secondly, to serve as agents for constructive change. Without question those of us who serve the nation's schools have fulfilled the first role much more effectively than the second.

Your national Association has taken the second mandate very seriously and over the years has attempted to establish and maintain a position on the cutting edge. Seventeen years ago an NASSP Commission under Lloyd Trump's direction published a *Guide to Better Schools—Focus on Change*. His thrust since then has been to differentiate between fads and defensible innovations, and to encourage school districts to accept the chalienge of the latter.

More recently, thanks to a generous grant from the Danforth Foundation, the NASSP launched its highly regarded Model Schools Project. This monograph represents the fourth publication in the Model Schools series, and although it holds out no panaceas it does outline appropriate steps in establishing a climate for improvement. Educational lock-steps are avoided as a plague, and an analytical look is taken at ways to initiate improvements in the immediate future.

With his co-author, William Georgiades, associate director of the Model Schools Project, Lloyd Trump urges full involvement of the faculty, student body, administration,

school board, parents, and the general citizenry. We commend a review of the several recommendations to all who are committed to improving the nation's schools.

Owen B. Kiernan
NASSP Executive Director

1

Should You Change Your School?

IN THE NEWSPAPER HEADLINE, "No Changes at Jefferson High School This Year," what the writer really meant was that no *major* changes were planned. Changes are inevitable and will occur whether we want them or not. In fact, they are about as easy to eliminate as stopping the ocean tides or the dawn of a new day.

Most Americans want changes, since change in the minds of many persons is synonymous with success. People want changes, often without specific reasons, simply because they want to be like others or they want to be up-to-date. The mass media augments this situation by bombarding people with the need to change what they buy and what they do.

Institutions, however, are not so susceptible to change, with some being more resistant than others. Religious establishments, political practices, and educational programs are good examples even though exceptions can be cited.

Ample research on the change process is available to all institutional leaders, who in most cases would have to be the agents for change. The difficulty is that these persons,

especially those who work in schools, sometimes do not have time to translate research findings into better school practices.

Positive, practical steps are given here to help you as one of these persons overcome the difficulties and choose which techniques best fit your situation. Among the questions dealt with are:

- What changes are likely to improve a school?
- How may those changes best be implemented?
- What kinds of data are needed to show the effects of the changes on the school program, the students, the teachers, the administrators, and the parents and the community the school serves?

Undoubtedly you have ideas about how your school might be improved. Whether you are a teacher, principal or other school official, student, parent, or taxpayer who wants to help, you can do something constructive to bring about improvements.

This booklet suggests changes and procedures that come mainly from the authors' recent experiences in the Model Schools Project, a five-year program sponsored by the National Association of Secondary School Principals with partial financial support from the Danforth Foundation. The project's purpose was to demonstrate in a group of schools that educational opportunities can be enhanced when a variety of educational innovations are assembled and coordinated over several years with improved methods of program evaluation.

Three earlier publications tell about that project and the ideas that evolved from it. *A School For Everyone*[1] is a catalog of ideas for you and your colleagues to consider.

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[1] J. Lloyd Trump, *A School For Everyone* (Reston, Va.: National Association of Secondary School Principals, 1977), 274 pp.

How Good Is Your School?[2] suggests data you can collect both as a basis for deciding what changes are needed and for measuring the results after they are made. "Reports from the Model Schools Project," a complete issue of the *NASSP Bulletin*,[3] relates the successes, failures, and difficulties of the principals who were involved plus some comments by the project directors.

But first, what do *you* want to change? The next section aims to help you make some tentative decisions.

Some Possible First Steps

1. In your opinion, what was the most difficult school problem that you faced in the past six months or so? List one or more changes that might have helped you and others to avoid the problem or at least to have minimized the situation.
2. Prepare a chart to help analyze the potential for success or failure of some possible change in your school. Include factors that seem most influential at this time, e.g., costs, use of talents, potential gains for students, better use of facilities, improved community relations, and others. Then evolve an analysis of the outcome that will probably outweigh the others in terms of success or failure.

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[2] William Georgiades, *How Good Is Your School?* (Reston, Va.: National Association of Secondary School Principals, 1978). 167 pp.

[3] "Reports from the Model Schools Project," *NASSP Bulletin*, National Association of Secondary School Principals, November 1977, pp. 1-142.

2
What Do You Want To Change?

YOU MAY ALREADY HAVE MANY ideas about what should be changed in your school. Here are suggestions that you might use to check your own aspirations. Not all possibilities are listed and no order of priorities is implied. Only you and others in your school and community can make those determinations.

What needs to be changed in your school? What do others who are closely involved want to change? Here are some suggestions that may help to stimulate your thinking (each item is a question—Should we . . . ?):

- Install the teacher adviser system
- Alter what counselors do
- Collect data for self-diagnosis by students, teachers, and supervisors with respect to how, as groups, they now spend time, in what activities, in what places, with whom, and with what outcomes, the purposes being to rediagnose for possible constructive changes
- Develop the concept of differentiated staffing so that those teachers who want to work on curriculum or other matters have time to do so

- Develop the concept of the supervisory-management team so the principal and others each serve functions most appropriate in terms of talents and interests
- Reassign responsibilities so the principal has more time to work appropriately with others to improve instruction
- Increase, decrease or alter the required curriculum
- Add to the number and kind of elective offerings
- Provide some mini courses or add to the existing ones
- Have more experiential (action) learning away from the school
- Alter attendance regulations to enable each student and teacher to work in the best possible locations for each one, with proper accountability
- Relate the size of student groups to the purposes of teaching and learning
- Make more productive use of presently available time, money, facilities, persons, and other resources
- Remodel the school building to provide better use of existing facilities and to meet needs not now served adequately
- Assign or suggest less, or more, homework
- Conduct studies to show the relationships between amounts of money spent on schools and improved productivity for everyone concerned
- Develop more reliable and valid ways to evaluate the school's programs
- Help parents and others to develop positive attitudes toward the school program through better understanding and positive participation in policies and procedures for school improvement
- Make the school year longer—or shorter
- Increase, or decrease, the number of years students must, or may, attend school
- Amplify the grading system

– Add others or restate the foregoing in terms of precise local needs, problems, opportunities, and personnel (rather than what is fashionable at the moment).

Here are some questions for you to ponder prior to making decisions on what needs to be done and how to proceed to improve your school:

- Are you personally using sound methods of teaching in motivating teachers, students, parents, the community, and the central office to seek better methods of teaching and learning?
- Have you and your colleagues considered the large number of options in all aspects of schooling that might be provided?
- What are some present needs of students, teachers, and persons outside the school not currently served by the school program?
- What data do you already have, or may readily collect, that will help to motivate change?
- How may you decide which of the possible changes in schooling would be best and also easiest to achieve in your situation?
- What positive steps may you take in advance to minimize the opposition that always is present to varying degrees when you plan to change anything in a school?
- How will you live with situations that cannot be solved, that are dilemmas rather than problems, that will not go away?
- Will you personally accept basic responsibility for working with others to change the school that employs you?

After you, with the help of others, make decisions on *what* to change, you need to consider the methods to use. The third section of this booklet tells how to proceed.

Some Possible First Steps

1. Since trying to change too many aspects of a school at one time may be overwhelming, make a tentative list such as provided in this section. Then establish priorities for each item, ranging from 1—needs immediate attention, through 6—to be worked on year-after-next and on to 10—no possibility of changing the situation in the foreseeable future.
2. Ask other persons to react to your estimates.

3

Using Sound Methods To Change Persons and Schools

THE PERSON IN CHARGE of a school in the early days of this country was called the *principal-teacher*. Later the word teacher was dropped and the head of the school was called principal. In England the position is headmaster; now the brief term, head, is often used.

The title, principal-teacher, may be cumbersome but it has a significant connotation. The head of the school more than any other individual determines the nature of the school program. Although change is implemented by teachers and students with the help and understanding of parents, other taxpayers, central office persons, and a host of agencies, the fact remains that the person in charge sets the tone and the methodology of change.

This section reviews, albeit superficially, the methodology that the head of the school, the principal-teacher, needs to use to stimulate change and to ensure that what happens is beneficial. These procedures, although well-known to educators, are not always utilized effectively.

Four Initial Steps

What the school principal and his or her colleagues do to change schools simply is what every good teacher does with students. Changing schools is changing people. How this person, principal or teacher, with the image of authority that the position provides, goes about the process of helping others to learn is what the rest of this section is all about.

First, the goals of any teaching, or of any changing, need to be understood and accepted. Why study or why change? When the cognitive, skills, and affective outcomes are expressed in performance terms, persons understand better what is expected.

The school principal, individuals or groups of teachers, consultants from outside the school, and others, with the assistance of audiovisual aids, printed materials, and visits to other schools can reveal alternative activities that interest them, along with steps that might reasonably be undertaken. Suggestions on how to do it is one responsibility of the leader—principal or teacher.

Second, positive motivation must be used to stimulate action. Motivation by threatening, by suggesting that one should do what others do, or by exhortating one to avoid failure does not always work. Careful analyses of the purposes and the potential outcomes of changes are needed to ensure appropriate motivation.

Are the goals regarded as essential or are they considered merely nice to achieve? The person who would motivate others must recognize that widely different kinds of students, teachers, and other persons make up the school community. Certainly the proposed changes must appeal favorably to many constituents.

Motivation applies to groups as well as to individuals. One goal is to discover persons with common interests but not necessarily similar talents and past achievements. A group of persons working together along similar lines helps

to stimulate interest and support among the members in it.

Third, the individuals involved need to share in decision making. That process is impossible unless a number of alternatives are available. A variety of rewards helps to recognize the diverse aspirations of teachers, students, parents, and others.

Data are collected to reveal needs that persons currently feel. A variety of oral presentations plus the use of films, group discussions, and readings will help to arouse interests and reveal talents. Such procedures show individuals and groups the need for learning, or for changing the program. The data then are analyzed by individuals and in group discussions to arrive at procedures that might be followed.

Fourth, plans for evaluation are made at least on a temporary basis at the same time that the other steps are undertaken. The clarification of goals and the methodology of evaluating progress in achieving them are central in the whole process of motivation and accomplishment.

What we are describing here is simply good teaching whether that teaching is done by a school principal, some other supervisor, or by one or more other teachers in the school. The same process applies to changing a school.

Pace and Methods

Plans must provide flexible timetables to assure that changes are made with varying degrees of speed in terms of local readiness, understanding, and comprehensiveness. Such a timetable must accommodate the individual differences of the persons who will implement the change and the situations in which they operate. Also, plans must include the potential rewards that will accrue from the changes.

Certainly the principals in the Model Schools Project who were most successful in changing schools took extreme care in making plans on how to proceed. They understood and

used, at least generally, a PERT approach—program-evaluation-review-technique—to be certain about who was to do what in the process.

Decisions must be made about how much will be accomplished in a given span of time, how funds can be allocated differently to achieve the needed results, and who is going to do what in the process. Possible negative outcomes are also anticipated and plans are made to cope with them or minimize their effects.

The change process requires, as does all teaching, anticipation of possible difficulties, opposition, and other problems. However, since most persons do not wish to withdraw from improving schools, steps must be taken to obtain feedback systematically to enable individuals or those directing programs to cope with problems as they emerge.

The subsequent steps that principals or other supervisors need to use are equally important in good teaching. Goals must be expressed clearly. Potential rewards must be understood. Materials must be available and the necessary physical arrangements provided. Evaluation has to be part of the process to provide guidelines for future developments. The rewards for success must be positive as well as meaningful for the participants. At all stages help is provided when requested or needed. All these steps are ones that good teachers, or supervisors, provide to persons (students or teachers) who are learning something new or different.

During the Model Schools Project those schools that were most successful in making progress were those whose principals provided leadership by making clear-cut decisions and stimulating action. Later in this booklet we provide details on how to do this and ways to avoid the pitfalls that persons who change schools sometimes experience. The positive thrust is to bring about the maximum benefits to everyone concerned. Section 4 gives a basic procedure to facilitate the process.

Some Possible First Steps

1. Having determined readiness for change (learning new ways), a logical follow-up is to consider alternative methods to reach the goal(s) that are accepted by most persons. Then decisions are needed on methods, evaluations and other aspects of teaching and learning (changes). Go through these steps carefully with your staff as an exercise in planning and decision making.
2. Follow the same procedures with a representative group of students or parents or persons who do not have children in the school.
3. Arrive at an acceptable level of consensus among the group.

4

Providing Options To Make Changes Easier

CHANGING SCHOOLS is somewhat easier in the United States than in some other countries because the curriculum here provides both required and elective courses. The concept of electives enabled American schools early in the twentieth century to offer vocational agriculture, trades and industry, and similar subjects without disturbing the emphasis that existed on academic courses. Offering electives also enabled schools to emphasize modern foreign languages along with the classical ones. Change, too, is easier because fewer mandates come from state and national educational authorities. This is not the case in many other countries.

However, some other practices in the United States interfere with changing schools. For example, relatively few conventional schools allow students to choose their teachers or to determine the amount of time they spend in working with other students. The conventional school assumes that a student will stay with the same teacher and only with that teacher and spend the same time as everyone else to com-

plete a course, even when that situation is anti-productive. Obviously more options are needed. How may school systems alter their policies and practices in order to facilitate changes?

The Change Process Elsewhere

The field of transportation provides some analogies. How did society change from riding horses and buggies—the scheme that existed for thousands of years—suddenly to accept vehicles driven by electricity, steam, or gasoline?

One such change came about in a relatively short period of time near the beginning of this century. The automobile designers did not discard completely the format of the horse-drawn carriage; they simply substituted a mechanical device for the horse. Moreover, other options were still present. A person could walk, continue to use horse-drawn vehicles, ride on steam propelled trains, or use electric trollies. Thus, in the field of transportation automobile manufacturers heralded the benefits of new options although they did not discard old devices when new ones came into being.

Options also exist in housing, foods, professional services, entertainment, and many others. Advertisements acquaint people with the advantages of the various new options. Substantial differences in costs and other features make it possible for everyone to make choices. Change comes, at least partly, because these alternatives are available.

Conventionally, however, schools do not offer so many options. In fact, they constitute a virtual monopoly. Although there are public, religious, and a variety of independent schools to which transfers are usually available, students generally go to their neighborhood schools. On the other hand, if the family has a private school tradition, there is often the expectancy that the children will go to the same school that their parents attended.

The policies of most schools, public or private, tend to be controlled by governing bodies of one kind or another with the individual parent or student realistically not accorded many choices. Are such situations necessary?

More Questions

Should persons be denied options because they do not have the money to pay tuition or do not belong to a particular religious group? Should persons have to attend a particular school in their own neighborhood when another school, in some cases not too far distant, provides a program that seems more desirable? Does the fact that public schools tend to monopolize education make it even more important that they provide options?

Where should learning occur? In recent decades there has been increased use of the community as a complementary learning environment to the home and school. At the same time, increased viewing of television and listening to radio and recordings take so much time of students that many are unable or unwilling to devote the 10 to 20 hours a week of homework that was once expected.

How can school persons avoid the educational fads that come and go? For example, if "the basics" were ignored for a time, why did it happen and how could the trend have been avoided? Who determines what is basic and how? Or, why did girls play interscholastic basketball regularly in many schools in the 1920s and 1930s, then stop, and are now reviving the sport? The list of other examples that could be cited is long.

Changing school programs still presents many difficulties. There always exists a conflict between those who would change them and others who complain that schools already change too much. Is it possible to resolve those difficulties or do they represent dilemmas that have to be lived with?

The answers to that question and others are basic in considering changes that school persons wish to develop. School persons need to understand that there are better ways to teach and learn and that such ways open up when alternatives are known and provided.

More Options Are Essential

As schools change there must be awareness and concern over what new programs will do for the individual students, teachers, and supervisory-managers in the institution. Too often in conventional arrangements the change process is used in the context of the total group: all students, all teachers, all subjects of the curriculum, all standardized tests, all extracurricular activities, and so on. School persons have developed the philosophy that all persons must be treated the same, an indefensible point of view in terms of the wide ranges of individual differences that exist among students and staff members. Those differences require options in school programs.

The differences are significant between unbridled freedom and uniform requirements for everyone. Those two extremes in the continuum of relationships among students and the professional staff are appropriate for relatively few persons. The many gradations between the extremes are where optional programs become essential ingredients of any school program.

The immediate reaction to these proposals for more options may be that such programs necessarily cost much more than do conventional ones. That outcome is true only if the leadership of the school fails to keep close scrutiny over expenditures. Retaining programs when there is little sound basis for doing so, either in terms of individual needs or productivity, is an expensive endeavor. Similarily, forcing all students and teachers into uniform programs when the outcomes are unsatisfactory may result in inefficient use of

funds. Therefore, the need is for constant surveillance and "doing better with what you have," a concept that we have urged repeatedly for many years.

Later sections in this publication provide examples that facilitate the constant search for improved learning, teaching, and administering. The resultant options then appear in all aspects of the program, including methods of teaching, learning, supervision, the curriculum, where various aspects of the program occur, the evaluation of pupil progress and the effectiveness of teaching and supervision, the utilization of school buildings, expenditures of available funds, and in fact, all other facets of the program. A basic need is for more information, some of which is already available, as indicated in the next section.

Some Possible First Steps

1. Brainstorm with other persons in the school and the community to establish options. Oral discussions or written responses to open-ended inquiries about the establishment of priorities will help. Make a list and then analyze the savings and extra costs of selected proposals.
2. Feed back the resultant data to the persons involved so that even more persons are involved in decision making. Challenge them to "do better with what you have" in order to minimize the opposition to rising costs that may develop and stop changes before the new programs have a chance to prove their values.

5

Using Information You Already Possess

EDUCATORS NEED TO ASSESS their present situations in order to take advantage of positive forces that make changes easier. Also, there exists the necessity to analyze negative forces and to consider methods of overcoming barriers that impede progress. Actually, in many places there is more readiness for change than the leadership may recognize.

If a program in education is to develop roots and survive, it must have major support of both internal (the school) and external (home and community) surroundings. Later we show how to arouse interest and develop support. A climate that is conducive to change helps new programs take root. New patterns of behavior for individuals and groups, each with their special interests and needs, then emerge.

A number of research studies indicate high correlations between the wealth of a school system and efforts to implement educational innovations. It is not easy to explain this situation. Perhaps the *haves* can take more risks than the *have-nots*. That situation is not universal. Not all wealthy districts have been innovative.

What kinds of persons are most likely to accept changes? Do persons of average or above average incomes have more confidence in teachers and administrators than others with less wealth? Another question is, will federal aid to impacted areas change the picture there? Federal monies now available for disadvantaged children and young people make changes easier for less affluent areas. Will state equalization plans to redistribute wealth stimulate changes that actually will improve schools? We do not believe that factors such as socio-economic status or racial origins necessarily make persons want either less or more effective educational systems.

Extra money in and of itself does little to change a school. Simply making funds available for a school to change produces few, lasting, essential gains for students and teachers. In the Model Schools Project some of the schools that were most successful in implementing the concepts of the model received very little additional monies. However, all of them sought and used other resources already available.

Do You Really Know?

Before initiating change schools need first to realize their local, unmet needs. What are the problems that the faculty, students, parents or other adults think need attention? What changes in curriculum, methods of teaching, locales of learning, ways to evaluate pupil progress, and the like may help to resolve the difficulties?

Which of these problems and possible solutions have highest priority, next highest, and so on? How may the staff be reorganized to provide time to plan and develop recommendations? What resources can the central or regional office of the school system provide?

Another approach is to analyze how well the present school program meets the needs of the youth enrolled in

the school through required courses, provision of elective courses, alternative learning methods (reading, television, and other audiovisual aids), methods of evaluating and reporting pupil progress, present guidance organization, extracurricular activities, use of homework and community assignments, and the like. One of the Model Schools Project publications listed in Section 1, *How Good Is Your School?* describes such studies and indicates some outcomes. Schools need such data to help identify their needs and priorities.

Other useful data may be generated by interviewing school dropouts to review their economic status, health conditions, courses completed, uncompleted, or failed, scope and participation in extracurricular activities, out-of-school employment, and the like. After the data are collected, the staff then must discuss possible implications for changes in the school program and practices that might help the situation in the future.

Another productive study would be to analyze the nature of students who participate in activities versus those students who do not. Also, what is the cost for students to attend school and participate in a broad spectrum of its curricular and extracurricular activities? Who is involved, how often, and what benefits accrue from the guidance services provided for students and teachers? What positive, longtime results occur?

Most schools need more information than they now have regarding what students, teachers, parents, and other taxpayers want the schools to do. The senior author was involved three decades ago in a statewide program to find better answers. Inquiry forms and small-group discussion techniques were utilized to find consensus among the foregoing groups about what the schools should require in the various curricular areas. In many cases the answers were less and/or of a different nature. Attention was given also in

those studies to the methods persons would like to see used in teaching and learning, including evaluating and reporting pupil progress.

The list of possible studies is almost limitless. The ones selected should be decided cooperatively by lay and professional persons in a given school. Any school can redeploy money and staff services to obtain better bases for decision making about how its program may be improved. We do not mean to indicate lack of confidence in outside consultants or external evaluations. Such persons and data may be extremely useful, but school staffs do not need to wait for external developments. A common characteristic of schools which were most successful during the Model Schools Project was a precociousness in using available resources.

Any school can initiate a similar project to solicit information and attitudes. The outcomes may be more sophisticated in some locales than in others but regardless of the area, the reports can improve the basis for decision making about what the schools should do and how the program should be developed.

The slogan of this chapter might be *do better with what you have*. The key words are self-appraisal and action. Already, many persons and events support your efforts. You need to take advantage of those assets to change the program.

Some Possible First Steps

1. Analyze the annual reports that you and your predecessors have submitted to the central office of your district and to others, including state departments of education and regional accrediting agencies. What did they compliment? What problems existed and what suggestions for improvement were made? Why were some proposals ignored? How could have

local resources of persons and things been utilized better? Then, make proposals for further study and discussion, looking forward to possible actions.

2. What kinds of data do you need that are not presently available? The next section of this report has further suggestions along these lines.

6

Collecting Additional Data To Facilitate Changes

FURTHER HELP IN CHANGING a school comes from the collection of more and different information and data than most teachers, administrators, and other policy makers now possess. The data needed relate both to the progress of individuals and to the development of the total program. Diagnoses and prescriptions without adequate information constitute a guessing game rather than a scientific approach.

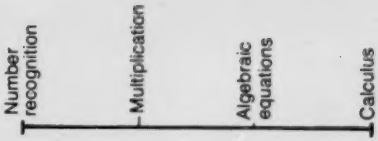
Evaluation practices that merely compare one person with another within one class or a group, or one school with another, are incomplete and even likely to be unproductive of gains. Changing a school requires broader perspectives. Here are some examples that can help.

Changing the Evaluation of Pupils Progress

Certainly one of the basic problems faced in the Model Schools Project was attempting to individualize instruction without individualizing evaluation. Schools often cling

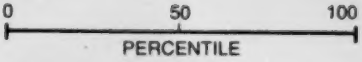
Where Am I?

PROGRESS IN LEARNING SEQUENCE



How Do I Compare?

NORM-BASED ACHIEVEMENT [DATE AND MEASURE GIVEN]



What Have I Done?

SPECIAL ACHIEVEMENT NOT REQUIRED OF EVERYONE

SUBJECT:	Activity:_____
	Performance:_____
DATE:	Product:_____

tenaciously to evaluation practices that compare one person with another within a given class or group. Overemphasis on such group methods of evaluation is inappropriate; it is also detrimental to the mental health of many students. When a school individualizes learning, individualized evaluation becomes axiomatic. The MSP prescribed a Model to reach that goal.[4]

Evaluation needs to be an integral part of the teaching-learning process. Assessing student performance tells what a given student needs to experience as well as whether that individual has the prerequisites to enable him or her to profit from the program. At the end of a specified learning experience, an evaluation indicates the student's growth toward a variety of clearly stated goals.

Whether or not the school continues to evaluate and report progress with letter grades, usually A through F, should be optional. Changing from that system to two letters P-F, pass-fail, although even less descriptive, and, therefore, not recommended by us, could be another option. However, merely changing to a scale of numbers, for example, 1 through 5, or giving percentage grades, does not produce more accurate measures.

A constructive change is to acquaint students and parents with the various possibilities so they can choose available alternatives or combinations. Is this proposal unrealistic? We think not. Our other publications have suggestions on redeploying teacher time and energies so they can work more on evaluation. Different priorities and alternative approaches to evaluation can help the process of changing your school.

[4] J. Lloyd Trump, *op. cit.*, pp. 165-171.

Changing the Methods of Program Evaluation

Periodic compilations of the reports of pupil progress provide teachers and supervisor-managers with data on how well the local school program is functioning. Then everyone in it and the community it serves has a better chance to understand *why* change is desirable and how the system proposes to attack the situation constructively.

The Model Schools Project book, *How Good Is Your School?* presents methodology and illustrations showing the ways that the MSP schools collected data relative to program changes. During the project it became obvious that schools seeking to personalize and individualize instruction needed much more data and better techniques for interpreting and utilizing the findings. Such data were needed continuously, in some cases daily or weekly. One cannot wait until the close of the year if the data are to be used profitably. We live in an age of computers and data processing. Businesses, industries, and many government agencies seldom make decisions without such information. Yet, in most schools data processing is used primarily in the business management areas and in printing out conventional cumulative records and report cards.

In the Model Schools Project, for example, schools collected data on how students, teachers by departments, and the supervisory-management team spent their time, in what settings, the activities, and the outcomes—not to evaluate persons but to provide group data that the staff could use in diagnosing the present situation and to prescribe possible changes.

Other useful data collected in the Model Schools Project on the change process include:

- understanding of and commitment to present programs
- understanding the proposed new programs

- degrees of progress toward the new programs
- analyses of ease and difficulties in achieving goals
- evaluation of instructional materials produced locally
- amount and character of diagnostic testing of students
- changes in student performance on norm-based instruments
- changes in curriculum content and organization (including use of continuous progress arrangements)
- the opinions of "experts" brought in to observe the new program.

Evaluation is basic to the change process in charting the directions in which education moves both for immediate improvements and in the decades to come. That evaluation must be complete and accurate, with the means for interpretation readily available. Widespread discussions should be carried on until an acceptable degree of consensus develops. Only then can the resultant data be utilized constructively in prescribing new directions for the improvement of a school.

One of the publications of the Model Schools Project outlined the broad spectrum of program evaluation needed for school improvement.[5] Another reported some of the data that the schools used.[6]

Relations with Agencies That Control Schools

Changing evaluation procedures, along with collecting the required data, may bring a school into conflict with regulations of city, county, and state educational agencies as well as regional accrediting bodies and universities. All these

[5] J. Lloyd Trump, *op. cit.*, pp. 174-191.

[6] William Georgiades, *op. cit.*, pp. 16-31, 50-61, 65-73, 75-91, 140-148, 162-164.

groups have developed their own reporting procedures, many of which seem to have little basis in sound research. Anyone initiating changes in a school must first communicate with representatives of these groups.

Our experiences as school administrators and project directors showed that these groups are cooperative when the reasons for changes are indicated, programs described, and methods of evaluating and reporting them have been developed. Representatives of these outside agencies justifiably are unhappy when they have not been involved and informed about changes and how the new programs are to be evaluated. Certainly a school should make use of the help of persons in these external agencies and collect the kinds of data that show productive outcomes.

How to gain confidence and help from what others have done is the subject of the next section.

Some Possible First Steps

1. After explaining in detail to students and their parents how the school might provide a more comprehensive report of student progress, for example, as shown on page 19, ask volunteers to participate in the new effort. As a transitional step, you might agree *also* to provide the usual A, B, C, D, F, system.
2. Analyze further your latest report of accreditation by the regional agency or state department of education. Using a five-point scale ask some or all of your colleagues in the school to judge the cruciality of the various recommendations made therein for program improvement. Then, as a positive step, develop specific proposals for discussion with representative persons for changes that could be made prior to the next accreditation of your school.

7

Profiting from Experiences of Others

HOW TO USE THE EVALUATIVE data that schools can collect, as well as the experiences of others, is another key step in planning what new programs or policies to change. What should you and your colleagues do in your school? How do you make wise choices?

The decisions you make must avoid superficiality. It is easy to confuse meaningful, in-depth change with the mere switching of labels. Because one is able to memorize a catechism does not mean one is able to live by its tenets. The myth that one can buy a schedule, purchase new equipment, or attend a three-day workshop and thereby change a school has been shattered repeatedly. Verbal commitment to changing a school is easy; to implement the change effectively is another matter.

We insert this negative note because the lack of positive approaches to changing schools may be the biggest barrier to overcome. The constructive solution lies in a carefully planned, sequential, viable program for improvement. That goal does not assume perfection in the early stages of the change but rather a continuing effort in a process of evolution rather than revolution.

To Help You Choose

When you and your colleagues plan a change, you can rely on the experiences of other persons to the extent that your situation has similarities to theirs. Described in the next few pages are some changes from the Model Schools Project that were comparatively easy to achieve, some aspects that were more difficult to change, and some that varied from one school to another.[7]

Of course, what happened in MSP schools does not necessarily happen in all schools. You and your colleagues need to make the decisions on the basis of your own local situation, as you understand it, rather than to accept or reject a possible change simply because of the experiences of others. However, these schools included all types: inner-city, suburban, and rural; small and large enrollments and staff; old and new buildings; plus many other variations.

Here are 10 elements of the Model Schools Project that were easiest to achieve in the participating schools:

1. The teacher adviser. Schools found it easy and productive to have each student assigned to a teacher adviser. Working with the students in developing their programs, changing classes, changing locales of study, and a host of other matters, teacher advisers can handle for a relatively small number of students what professional counselors dealing with 300 or more students simply do not have the time to do. Someone in the school really knew each student and could do something to help.

2. Providing options. Schools learned how to give some students much responsibility for their own projects and development while scheduling other students into re-

[7] "Reports from the Model Schools Project," *op. cit.*, pp. 73-75.

latively conventional restricted programs in the same school. Advisers also learned how to select those students who could be scheduled into the community while others needed to be kept under the watchful eye of teachers in the schools. Some students were placed in relatively closed, supervised rooms with little movement, while other students were able to make many choices in methods and locales of study. Options were provided in all aspects of the proposed model for both teachers and students. As a matter of fact, one of the project schools was listed in the first widely distributed book on alternative schools.

3. Developing materials. We have no count of the number of learning packages and other self-directing materials that teachers in these schools developed. The number of packages in some of the schools ran into the hundreds. Moreover, as experience in developing packages occurred, teachers became more sophisticated in developing them so that the quality constantly improved. This work in the development of curriculum and methods of study represented a significant gain for these schools. Many schools outside the project also benefited from studying these learning packages as well as other materials and curriculum changes that the staffs produced.

4. Curriculum revision through mini-courses. While the idea of mini-courses is not new, the flexibility that the model included gave the schools an opportunity to develop hundreds of small courses, many of them in areas not previously included in the curriculum. These schools provided more choices in curriculum than conventional schools offer. The number of these mini-courses is in the hundreds.

It is interesting to note that one school in the project operated for the last six weeks in the school year entirely on the basis of mini-courses for all those students whose teacher advisers certified that they had completed the reg-

ular courses, required or elective, which the students were studying during the preceding five-sixths of the school year. Such a practice was not recommended in the model but could serve as a transitional device in curriculum improvement.

5. Providing better spaces in existing buildings. The schools in the project accomplished mini-remodeling to provide better places for independent study, larger areas for motivational presentations to groups of 50 or more, and special small spaces for discussion groups of about 15 students. Corridors were utilized better, supplies were stored more effectively to provide other spaces for students to study and to work, and temporary buildings were better utilized. The better use of the community took some students away from the schools so that buildings were less crowded. When there was overcrowding in one of the schools, temporary structures were planned and built specifically to accommodate large and small groups and independent study.

6. Making schedules more flexible. Conventional standard periods and the ringing of loud bells were replaced in many schools by more reliance on clocks with occasional buzzer reminders so that large groups could meet for 30 minutes, small groups for 30 minutes, and to allow more time than usual for independent study. Such schedules provided more varieties in the use of time than do conventional six-period days. Teachers also had more flexible schedules that enabled them to find more time for holding individual conferences with students, working on curriculum, and the like.

7. Increased use of the community as a learning resource. Practically all of the schools were able to utilize better what has become in some ways a current educational fad, namely, having students spend more time in the com-

munity. This is sometimes called "action learning." The increased amount of time for independent study, flexible schedules, and the help of teacher advisers all contributed to students' making improved and more frequent decisions about what could be learned better in the community than in the school.

8. Program evaluation. With the aid of the central staff of the Model Schools Project, the employment of a variety of consultants, and the cooperation of regional accrediting associations and state departments of education, the schools utilized more imaginative methods of answering the question, "How good is your school?" Accrediting associations readily released the schools from traditional requirements and accepted the criteria that the schools themselves developed. State departments of education also were extremely helpful. Our project staff developed a variety of measuring instruments which were used by the schools to measure program changes and values.

9. Evaluating and reporting pupil progress. The schools found it advantageous to supplement conventional letter grades with a variety of more informative measures. A number of schools developed completely new report forms for students and parents. Such forms provided more information of a meaningful nature than conventional A, B, C, D, F grades indicate. The process was easy but at times some individuals in the community objected. Then schools told parents the equivalent in conventional grades on a request basis.

10. The supervisory-management team. Most schools reorganized their administrative teams so that the principal was available about three-fourths of the time for instructional leadership. Other persons saw salesmen, arranged athletic schedules, policed the corridors, took care of the physical plant, etc., so principals left their offices

more to be where teaching and learning occur. The nature of this team and how it functions are described in Section 11.

Outside Pressures Sometimes Make Choices Difficult

The preceding list should be useful in your planning, but it is important to know that some aspects of the Model Schools Program were relatively difficult to achieve.

In the first year or two of the project several schools employed numerous instructional assistants, clerical aides, and general aides as the model prescribed. As a result, teachers in these schools had more time to develop program materials, improve evaluations, advise students, and perform other highly professional tasks. In time, however, teacher organizations opposed the use of aides in order to secure more positions for teachers when it became apparent that there would be a surplus of teachers in the profession.

Today there are indications that teacher organizations may wish to have the assistant's positions restored. Teachers enjoyed having more time to develop materials and perform other highly professional activities.

Our experiences in the project also indicate that schools sometimes failed to explain adequately to persons in the community who supported their programs why changes were made and what financial implications were involved. Schools are always favorite targets of persons who are unhappy about everything from tax bills to crime in the community.

Another important goal in the Model Schools Project concerned better use of the home and the community as complementary learning environments to the school. All three environments need to be utilized simultaneously, and and in more productive ways. Only a few schools in the

project were effective in expanding improvements in all three environments. Most schools, conventional and innovative, utilize the community and home mainly in the fine and practical arts areas of learning—and, even then, infrequently and unsystematically. For a given educational goal, the questions are:

- Which of the three environments is best?
- How does the school program coordinate the three?

More flexibility in school programs and changed attitudes of persons in all three locales are essential for enriched programs; however, teachers in the academic areas find it difficult to think in such terms—much more so than their colleagues in the practical and fine arts and in physical education.

In contrast, some persons today propose that the compulsory attendance age be reduced from 16 to 14 because some students do not profit from attendance at the high school level. This solution is a cop-out, particularly unfortunate at a time of high unemployment of young persons and the demand for higher levels of preparation for specialized kinds of employment. One alternative choice is to improve schools so that students will want to attend and will find value in doing so. Another is to make decisions on a personal basis for each student in terms of which learning environment is best—school, home, community—and on an evolutionary basis rather than as a sudden or final change.

One of the prescriptions in the MSP was that students should proceed at individual rates of speed when completing course, graduation, and other requirements. Most of the schools failed to attack this problem successfully. The results did not show that considerable numbers of students completed programs in shorter or longer periods of time than in the conventional school. However, there were sufficient cases where the program worked to lend support to the idea.

What To Do?

The distinction has been made between persons who are creatures of the environment and those who work to create a more favorable climate for improvement. Who suffers least, the leader who tried to satisfy every person who complains about the school program, or the one who has already understood weaknesses and proposes constructive solutions to problems?

Alternatives to the foregoing dichotomies are available. Certainly the provision of options suggested earlier can help to avoid the confrontations caused when the choices are only at the level of either-or. The involvement of as many interested persons as possible in developing a flexible timetable for change constitutes a substitute. However, recognizing the rapidity of changing populations in schools, the timetable of change must not be delayed too far in the future. The sensing of tempo is a leadership responsibility.

One other caution seems warranted. The natural impulse in a democratic society is to make choices on a majority condition—what does the most good for the largest number? That single choice should be avoided as much as possible. More considerations and creative imagination can provide much more for the others.

When alternatives are provided, *a school for everyone* comes closer to being a reality because no one person or group needs to feel threatened by having to conform to a standard applied to all. Change thus becomes both easier and more logical. Also, as shown in the next section, the confidence of the persons involved is increased.

Some Possible First Steps

1. One logical beginning is to familiarize yourself and your colleagues with the publications of the NASSP Model Schools Project, including the books listed on pages 2-3, plus an NASSP

film, "Tomorrow's Schools—Images and Plans," and articles by the authors of this booklet in the May, 1970 through 1977, issues of the NASSP *Bulletin*. Many publications by others also are relevant.

2. Brainstorm the con ents of this section. What is your judgment about which elemer ts would be easiest and most difficult to achieve in your schoc l?
3. At an appropriate time in your setting, solicit opinions of staff, students, and community about what might be easiest to change. More suggestions are provided in the final section of this booklet.

8

Acting Positively To Gain Confidence

EVERY HUMAN BEING desires to live in a problem-free world and society. Yet in moments of sanity we know that no such world can exist. The challenge is to develop ways of coping constructively with present problems, recognizing that many of them are dilemmas that will never be resolved but will have to be lived and worked with positively.

School people have difficulty in accepting this challenge. The preparation in universities for changing schools is highly inadequate. Also, most school budgets do not encourage new ideas. The commercial world spends billions of dollars to change the public's habits and politicians spend huge sums to convince voters of their effectiveness and potential; but educators do not have such financial resources to sell their needs and show new products. Nevertheless, there are positive steps that any school leader may take.

Four postures by the school principal are essential in changing any school successfully:

First, the principal must be knowledgeable about what needs to be done to improve schools.

Second, the principal must be committed to the fact that the change has potential for improvement.

Third, the principal must believe fully that this school is a good locale for the change to occur. It can happen here!

Fourth, the principal must spend a good deal of time away from the office, out in the school and in the community as needed, working closely with the personnel and programs to help everyone to understand what is happening and to contribute towards reaching the goals.

It is basically impossible to improve a school from a chair in the principal's office. The principal must be where the action is and, as appropriate, be a part of it.

Timing Is Important

Another problem in changing schools today is the effectiveness with which some school people can make minor adjustments to proposals for improvement. They seem to envision change as the movements of the oceans; the tide comes and the tide goes, yet everything seems to remain the same. Our purpose is not to criticize or belittle the efforts of thousands of teachers and administrators who do change their schools to accommodate current needs and developments. Every movement has had some impact on schools. However, each one could have had more beneficial outcomes.

Each new proposal to change schools represents a challenge. If the leadership waits until all or most of the teachers are ready to act, or until other schools in the neighborhood engage in similar changes, time is needlessly lost. The constructive approach is to initiate a pilot program to help develop readiness, motivation, security, and ownership on the part of the staff and students, as well as the community, the central office, and all other persons involved. It should not be necessary to say, "Somebody else has done it successfully" in order to mount change. The motivation should come from local needs.

A common feature of successful persons in the Model Schools Project was their perseverance. When attacked

by teacher association or union members from other schools, or when principals were criticized by fellow principals, they persisted. Principals of such schools were slightly autocratic. They were firm, yet sensitive. They knew how hard to push and when. When moments of discouragement came, they did not give up. A good offense helped to keep the program going until supportive, evaluative data buttressed the effort.

Increased anxiety generally accompanies change. While some individuals and groups thrive on change, others react as if the change were a personal threat. It is essential that administrators develop coping mechanisms and radiate confidence through a strong knowledge base and positive actions.

The administration needs to help teachers to collect data that will show them and others how the new program is succeeding. If it is failing, everyone involved needs to work together to re-diagnose the situation, change prescriptions and procedures, and collect more data until success comes. Many problems can be anticipated and plans made accordingly. Confidence comes from better planning for the future and keeping flexible as new conditions develop, plus being assured that leaders will help to solve problems or resolve difficulties.

One of the dichotomies in the change process is that once a change has been made it becomes solidified with reluctance to change further. That unwillingness could give the impression both to the person who made the change and to others that a mistake was made. An individual or a group naturally want to defend what they have done. The dilemma arises from the desirability of maintaining some degree of stability and at the same time going on to something new that now seems more appropriate.

Some Other Techniques That Help

Developing readiness as well as skills for coping with developments and problems constitutes a program for survival on the part of either leaders or those who work with them. Confidence on the part of followers and persons outside the central circle of leadership results not only from stability but also from preparedness, and especially through anticipation of problems that may arise in the future.

A forward-looking technique that should be practiced periodically in any school is brainstorming about what the future may bring. Brainstorming and role playing are useful in anticipating problems and in producing solutions. Every staff should engage in such activities from time to time to develop personal as well as group openness and readiness for new solutions. The group then develops a series of possible remedies that are filed away for future use.

Actually some of these remedies may be useful even before the future problems develop. However, older solutions may no longer be appropriate in relation to new problems. All these efforts help to build confidence in the fact that school persons care, have open minds, and best of all, will take constructive actions.

An ally in the whole process is the halo effect that accompanies new ideas and changes. An excitement exists in meeting challenges in different ways. Much has been written about the halo-effects of new ventures, the aura of excitement that sometimes keeps persons who are closely involved from seeing problems clearly and anticipating the need for sound solutions. Planning ahead with tentative step-by-step approaches can help to keep the halo-effect alive as a beneficial ally in the process. Schooling should not be a dull, repetitive activity; it does not need to be that way.

We realize that the proposals in this section may seem somewhat more theoretical, idealistic and less practical than

some others. However, we know that success begets success and that confidence is an essential ingredient—not blind confidence, but the self-assurance of a sound base that builds faith in others. Thus, problems are solved and dilemmas are confronted constructively.

Some Suggested First Steps

1. Select one or two of the 10 proposals listed earlier in Section 7, the ones that seem most needed and potentially most productive in your school—and then ask a small group of persons to help you plan a reasonable approach to changing selected elements of your program.
2. Avoid the aura of propaganda that permeates so much advertising in the commerical and political arenas—even though that process seems successful there—but plan carefully how you can develop readiness for change. Your tentative decisions may be altered by suggestions provided later in this booklet. Use your knowledge and imagination, plus the advice of your colleagues.

9

Coping with Dilemmas You Encounter

ONE DILEMMA THAT SCHOOL persons face is how to relate to changing social conditions. Should school programs and practices help to change societal mores, reflect the mores, or resist changes that teachers and school administrators and boards of education consider undesirable?

The skills necessary to change an institution as venerable and culture bound as the school have been the source of increasing discussions. Schools tend to reflect changes in the society that maintains them. Some persons insist that schools cannot and will not change; others are adamant that they should not. Still others believe schools can improve society and blame them for failing to develop programs to do so. It's a dilemma.

What Has Really Changed?

The fact is that teaching in the 1970s is not significantly different from what it was in the early part of the century. Refinements in media and facilities exist but teaching methodology remains basically the same. The student is still perceived as a vessel and the teacher as the one who fills the void.

Not everyone shares this dire and gloomy perspective. Some believe that schools have changed substantially. They look at new buildings, glamorous supplies and equipment, expansions in extracurricular activities, new courses, and the like. Some persons obviously do not like these changes. The contemporary hue and cry of "Back to the Basics" implies that schools have departed from the programs these persons knew decades ago. However, the basics which were taught decades ago are still being taught in much the same ways and with about the same results when all variables are considered.

The really significant change in schools is the clientele. Today the American dream of providing more schooling for all youth regardless of backgrounds and origins has become a reality. At the same time, society has made radical changes in definitions of morality, family, integrity, and honesty. In their efforts to counterbalance some of those changes, many professional and lay persons alike look hopefully to those institutions which they believe should represent stability—the church, the government, and the schools.

The history of change in schools is not encouraging. For example, in the 60s the bonds between school authority and students loosened to permit much more autonomy for the latter. Today the demand is for tightening central authority with fewer alternatives for students. The emphasis on fundamentals in the 1950s (mathematics, science and foreign languages, especially in the interest of national defense) lessened in the 1960s but now is returning in the 1970s.

Despite the fact that many electronic marvels emerged from the war years of the 1940s and the period following, these electronic aids never to any large degree augmented and complemented books and printed materials. Too many teachers and administrators merely tried to cope with these

changes rather than define ways to use them more effectively. Was this approach the mark of an enlightened profession? Again, there is a dilemma: Should school persons accept or reject modern technology in relation to the time-honored printed page and the voice of one teacher in a classroom?

Fads or Creative Approaches

All too frequently in the past, a careful definition of the purposes for change has been lacking. "Fadism" is a characteristic of education as well as of industry.

The purposes of change must be carefully reviewed. The effects that such changes may have on the persons involved need definitions in behavioral terms with language that all persons understand. Unless those goals are understood, glaring errors may be made in the efforts to improve schools.

Will the change add a needed, possibly new, dimension? Are the reasons for the change clear? How will the values be proved? Who is responsible for answering such questions? We believe that the answers to these questions must be positive and that the school's professional staff must clearly provide data to convince the skeptics that the changes are soundly based.

The emphasis in most of the changes of the recent past has been on the facts and the skills that schools teach. Unfortunately, the higher levels of human activities, called the affective areas, and the higher mental processes receive less attention because they are more difficult to change and to measure. Such outcomes as increased creativity and self-reliance, improved self-adjustment and interpersonal relations, clearer thinking, and the like are not appraised adequately in many schools. Should these values therefore be minimized? For some persons the answer constitutes a dilemma.

The debate continues over whether to make each individual aware of his or her own potentialities and common humanity with others—or to accept academic formalism (require three years of English, one or two each of mathematics and science, and U.S. history and civics) and career education (require a vocational course with some work experience) as the functions of schooling. The dilemma arises because a compromise between these two extremes has rarely been seen. Yet such conflicts over the purposes of schooling must be resolved by anyone who seeks to change schools.

The Tempo

How fast should the leadership and staff move in implementing such resolutions? Obviously there are no simple answers.

Another dilemma in the change process involves the amount of planning needed prior to starting a change. Some prefer to plan extensively before initiating a change; others prefer to initiate a change and then "learn by doing." Either alternative may result in excess costs and program failures. One who overemphasizes planning prior to starting a program may ignore the principle of learning readiness. Waiting until the program is in operation before analyzing the change process may result in trial-and-error learning.

Alexander Pope's couplet is completely wrong so far as the change process is concerned:

> Be not the first by whom the new are tried,
> Nor yet the last to lay the old aside.

That point of view is as erroneous as is the idea that everything has to change at once.

What we are emphasizing here is that dilemmas are not resolved by ignoring them. These situations must be confronted and the "best possible" resolutions accepted as bases for actions. Some of the decisions and actions may

not work in the long run. On the positive side, the experiences may produce data and recommendations that will move the program ahead.

Who is responsible? Who will lead—and how? Some answers come next in Section 10.

Some Suggested First Steps

1. A basic step is to understand the differences between *problems* and *dilemmas*. List the bothersome items that confront your school program, then categorize them as to solubility. This list constitutes the problems you may be able to solve. What additional data do you need?
2. The resolution of dilemmas challenges the higher mental processes. Take several of these situations, suggest ways to act, then list the methods in terms of priorities for stated goals. Is it possible to change some dilemmas to problems? Which dilemmas will you ignore for the time being in order to concentrate on problem solving?

10

Accepting Personal Responsibility

TO WHICH GROUP DO YOU BELONG—the cult of the futurists with "way-out" ideas or the "good-old-days" group that waits for the past to return? Or do you go with the tide of the latest fad? These groups certainly are present today; so far as we know, they have always been around. Perhaps their existence is essential for civilization's survival. But what about you? Where do you fit on the continuum?

What does this have to do with schooling and your part in it? We have tried in the Model Schools Project, and in this report, to help you clarify your thinking and to chart your course in changing schools. You need to find your place and the role of your school in a society that is changing at a tremendous pace. You, your colleagues, and your students will meet the complex challenges to the degree that you and they study and act. The purpose is not to create excitement in life—although that is present—but to achieve the satisfaction that comes from doing something constructive to help others.

Are Today's Problems Really Different?

Schools today, as in the past, reflect the times in which they exist. The social, economic, cultural, and political mores constitute pressures that have to be lived with, even if many of us would have it otherwise. When George Counts in 1932 wrote his provocative book, *Dare the Schools Create a New Social Order?* he was moving against the tides of recorded history. Schools reflect the times and the mores. The politics of schooling are even more difficult today than they were a half-century ago.

Schools are subjected now more than ever before to more laws, more court decisions, more financial grants designed to produce specific outcomes, and more pressures from identifiable groups with special interests and hobbies. These pressures on schools sometimes force changes, sometimes restrict them. The influences seldom are neutral even though they often conflict with each other, leaving teachers and school administrators in an uncomfortable middle posture.

We live also in a time of massive and rapid communications. The media not only spread ideas more effectively but with greater impact on decision makers and programers. Legislative and executive branches of local, state, and federal governments have always had some impact on schooling but now the courts and other legal entities have entered the arena often with more sudden and powerful impact.

We are not describing anything new. These developments simply emphasize the need for positive, aggressive acts at the local school level. The negative approach to demands for more accountability is to construct lists of alibis to explain the situation, "passing the buck" to someone else or some external force. Yes, there are sound reasons for declines in test scores, poor attendance, discipline problems,

and other unpleasant developments; but retreating to by-gone days—back to the basics—when conditions were quite different from today is not a sound solution to present problems. The positive and therefore better reaction is to *improve* school programs—and that goal requires positive changes.

How to change your school is a challenge that involves everyone connected with the institution. But, someone has to lead. In the past that responsibility rested primarily with the principal; undoubtedly it still does. The buck stops somewhere. However, we have urged the concept of the supervisory-management team as a way to involve more persons and thus provide more continuity. Additional suggestions on how to proceed are in the next section of this report.

Some Suggested First Steps

1. Everyone needs to establish priorities. What are yours in terms of improving the school program where you work?
2. Taking the list of dilemmas and problems you have developed earlier, list not only the *priorities* you believe are important in attacking them but also *who* will have the responsibility for initiating action.
3. While determining who is responsible for actions, develop a plan for how they will prepare, how they will find time, how they will spend available resources differently, how they will cope with problems, and how they will evaluate the outcomes.

11

Organizing To Provide Effective Leadership

AS REPORTED in the November 1977 *NASSP Bulletin*, those schools in the organization's Model Schools Project that made the most progress in achieving the prescriptions of the model had almost without exception outstanding leadership. However, only eight of 32 principals were in the same schools when the project officially terminates in June 1975. Incidentally, more of them have changed since the project closed. In practically every case the principal went on to a more responsible position in terms of school enrollment, a higher rank in a school system, or to some other professional position with higher salary or prestige.

In nearly every instance, when the principals who started the program and worked with the staff to implement the prescriptions moved to different positions, the program of more individualization for students, more professionalization for teachers, and improved curricular content and methods deteriorated. There is nothing new in that development. Our aim here is to suggest ways to remedy the difficulty with the lack of continuity. We recommend a different approach to leadership in schools.

Problems in the Principalship

The need for consistent leadership has particular significance today when principals are beleaguered more than ever before by the demands of teacher organizations, pressure groups in the community, and at times by central office and board of education persons. However, in the midst of these problems and pressures, many principals still exercise positive and productive leadership. Someone has to be in charge—not a committee, not a teachers' organization, not even the persons employed in the central office of the board of education. They all have influence and can help or hinder the development of improved school programs, but in the final analysis the extent of change is directly related to the effectiveness of the local school's principal.

We do not wish to be misunderstood. We do not advocate autocracy in the principalship. In other publications, and now here, we describe the essential nature of the supervisory-management team that includes teachers and that systematically utilizes inputs from students, school system personnel, and the community in general. However, someone in charge in the school stimulates action. If that action is not constructive, or merely neutral, something must be done to alter the situation.

Schools also do not change because facilities, equipment, schedules, and other "things of education" change. Change is not brought about merely by building a new edifice, spending more money, buying new equipment, increasing supplies, and the like. Schools change only when the behaviors of persons who occupy schools change.

Superficiality is an enemy of change. Team teaching with all of the participants doing about the same things as were done in self-contained classrooms; or "flexible schedules" that shorten the length of periods from 50 minutes to 25-minute modules—and then having most classes meet for two modules; or providing small groups of students for dis-

cussion purposes and then having a teacher conduct them in the same way as regular classes; and a myriad of other comparable examples indicate a mythology of change that exists when the leadership is ineffective and inadequate.

Our next proposal aims to remedy that situation by strengthening and coordinating the leadership function.

The Supervisory-Management (S-M) Team

Two basic elements are essential in improving school leadership. First, the leadership role must be diffused through the expanded concept of the supervisory-management team. Second, the S-M team must use sound methods in its relationships with the school personnel and the community.

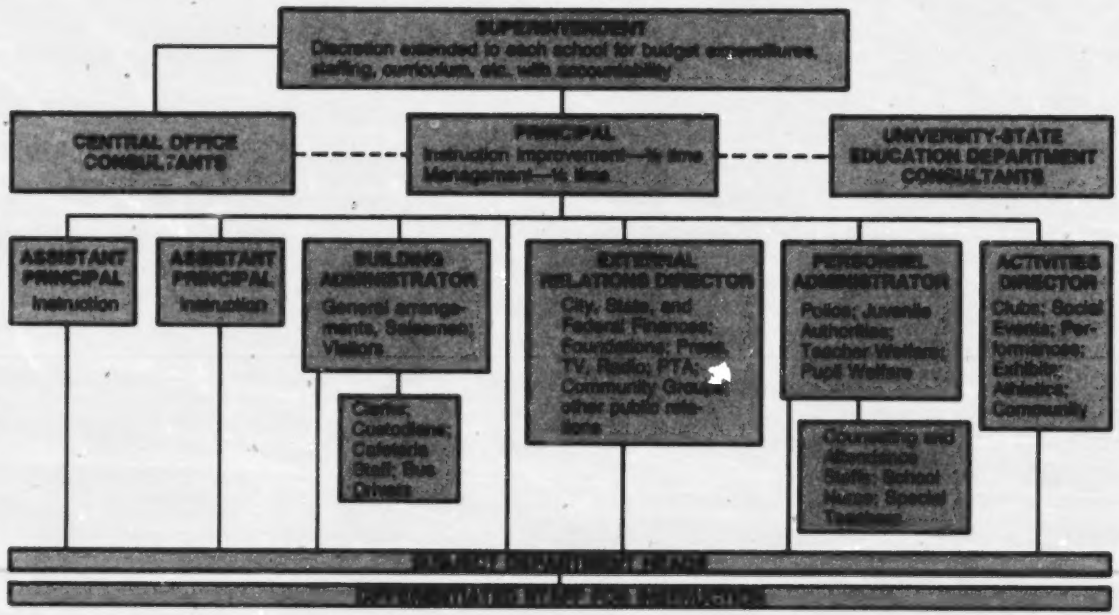
The S-M concept is the same regardless of the size of the school although obviously the numbers of the persons involved varies. The charts that follow, taken from *A School For Everyone*,[8] indicate the composition of the teams recommended for various sized schools.

The principal first must delegate responsibilities for building management, public relations, and other important but routine responsibilities to carefully selected persons with preparations quite different from what most principals themselves possess. The principal then spends three-fourths or more of his or her time directly on the improvement of teaching and learning. Secondly, once having established the concept of the S-M team, the persons involved in it must themselves use sound principles of teaching and learning in dealing with other persons in the school so that their own acts become exemplary in nature.

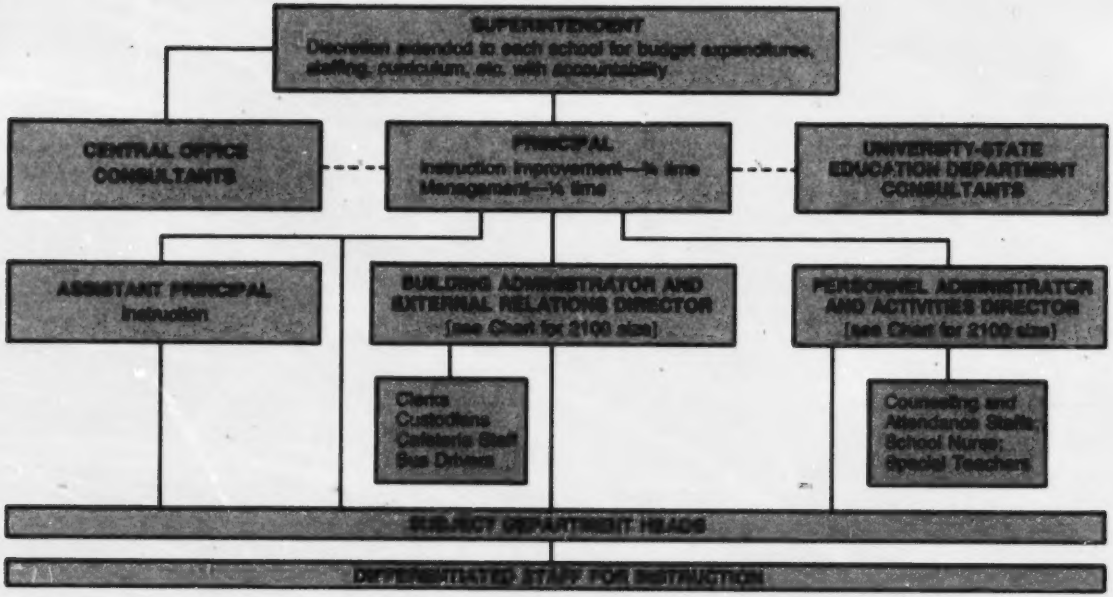
In small schools, or in others without departmental groups, all teachers or their representatives need to share

8. Trump, *op. cit.*, pp. 69-71.

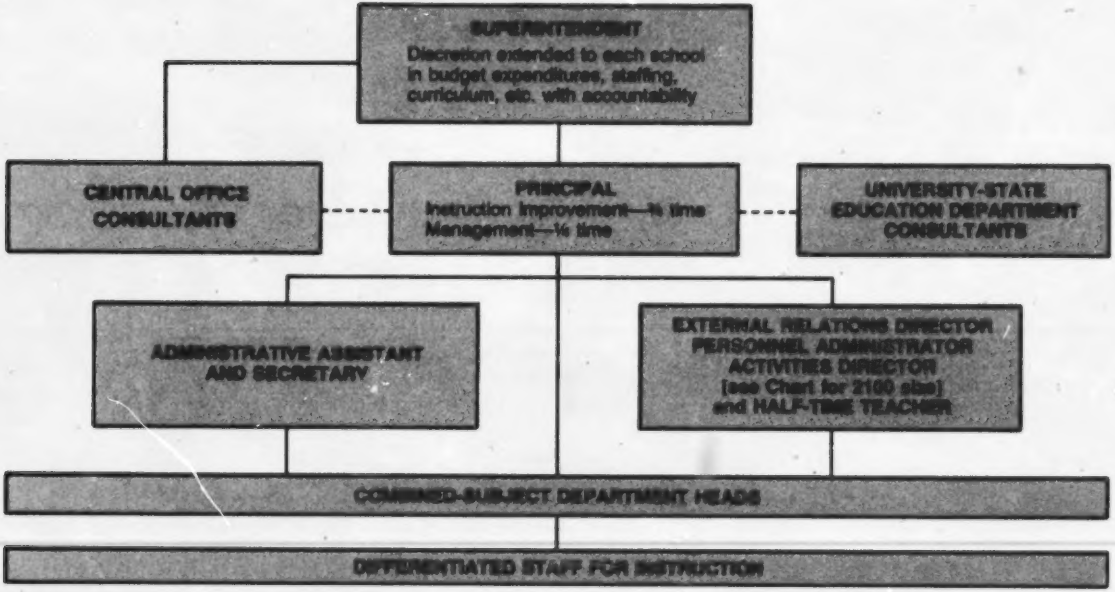
S-M TEAM — 2100 STUDENT SCHOOL


Discretion extended to each school for budget expenditure, staffing, curriculum, etc. with accountability
CENTRAL OFFICE CONSULTANTS
PRINCIPAL
Instruction Improvement—½ time
Management—½ time
UNIVERSITY-STATE EDUCATION DEPARTMENT CONSULTANTS
ASSISTANT PRINCIPAL
Instruction
ASSISTANT PRINCIPAL
Instruction
BUILDING ADMINISTRATOR
General arrangements; Salesmen; Visitors
Clerks; Custodians; Cafeteria Staff; Bus Drivers
EXTERNAL RELATIONS DIRECTOR
City, State, and Federal Finances; Foundations; Press, TV, Radio; PTA; Community Groups; other public relations
PERSONNEL ADMINISTRATOR
Police; Juvenile Authorities; Teacher Welfare; Pupil Welfare
Counseling and Attendance Staffs; School Nurse; Special Teachers
ACTIVITIES DIRECTOR
Clubs; Social Events; Performances; Exhibits; Athletics; Community

S-M TEAM — 1250 STUDENT SCHOOL



S-M TEAM — 300 STUDENT SCHOOL



in plans, decisions and evaluation of curriculum developments, and other aspects of the educational program. Department chairpersons in larger schools work with the S-M team, representing teacher interests and concerns on the one hand and all-school supervisory and management functions on the other. Bargaining about salaries and welfare arrangements is a natural function for teacher organizations. Working to improve teaching and learning is a joint enterprise that requires cooperative efforts on the part of all school persons.

What the S-M Team Does

People are more likely to accept changes in schools when the persons in charge show willingness and effectiveness in following different patterns of leadership and supervision. The S-M team needs to understand the variety of values held among all the constituents of the organizations. Resistence to change constitutes a major individual difference among persons. Therefore, as repeatedly emphasized in this publication, a variety of programs with multiple options is essential in a school.

The S-M team must recognize and plan specific steps to overcome a common problem; how to persuade teachers to use better methods in working with students, something that has to be learned on the job. Teachers in their preservice preparation spend most of their time in college in a variety of elective courses designated as majors or minors, selected by them because of their own successes and interests in those fields of study. The education courses that are required tend to be minimal in quantity and sometimes in quality. The problem is that teachers take these courses before they feel "readiness" to analyze and understand the various learning theories and teaching methods about which their education professors lecture and assign readings.

Education departments sometimes are looked down upon by persons in academic or other specialized departments. As a result, teachers come to schools with varying degrees of bias against teaching and learning theories and research-based practices, as well as an inadequate understanding of them. Little is gained by criticizing these inherent faults in teacher education. The S-M team has to recognize that the university environment lacks the essential ingredients. Teachers now have real problems and real students and community persons to work with on a daily basis; that situation produces more readiness to learn.

Readiness, however, is only one step in the process of learning. The methodology of the S-M team must go far beyond the presentations that sometimes characterize faculty meetings—assuming that "school operations" do not occupy most of the time. However, even the best motivational presentations can only develop readiness for change, not the knowledge or skills that are essential for success.

Teachers like everyone else learn through the processes of doing, collecting information about the results, diagnosing alternative solutions to problems, selecting prescriptive actions and implementing them, and then collecting data to know if the new procedures are producing better results than the old—and if not, to return to the never ending process of further modifications and evaluations.

The process is clear; the methods to reach the goals are more complex. The S-M team must recognize the concerns and fears that some, even most, teachers feel when different settings and methods for teaching and learning are suggested. A few examples illustrate the point.

Teachers who find security and a reasonable degree of success in self-contained classrooms are afraid that they will no longer be in charge when they work more closely with other teachers and in contact with larger numbers of students in more open settings. Also, they may fear loss of

some personal identity—that each one of them is less important—when functioning as a member of a team.

Some teachers miss the protection that four walls and a ceiling provide in conventional classrooms where they are seldom seen except by their own students. Also, in that setting the teacher alone gives the students their grades, an important control mechanism for some instructors.

The conventional classroom setting typically isolates teachers from numerous contacts with supervisors and other teachers while the processes of teaching occur. Their social and professional contacts mostly are in the less threatening environments of the teachers' workroom or the principal's outer office.

Teachers sometimes are afraid of the competition from electronic and other learning aids that may be more exciting to some students than are the teachers. Some teachers are afraid of anything that has to be manipulated mechanically or can be operated by pushing buttons.

These situations and others like them challenge the nature and methodology of supervision and management. Persons who would promote change need to identify and examine their own values, the goals they have for schools, and how they influence other persons. Those who would change education for others must themselves first accept change as a routine aspect of schooling. A laissez-faire, do-as-you-please, and yet try-to-please-everyone attitude rarely stimulates progress in major school improvements. The persons in charge need to show their willingness to follow improved patterns of leadership and supervision.

Another essential role of leadership is helping everyone to develop improved patterns of evaluating results. It is easy to change schools simply by changing superficially the labels attached to different practices and not by actually altering the practices themselves. Thus the leadership role requires a complete understanding of the reasons for, the procedures involved, and the evaluation methodologies

used in relation to all of the changes that are undertaken.

The leadership role cannot be one of weakness nor one of overwhelming strength. Rather it must be marked by consistency in effort, a willingness to hold back when problems seem overwhelming, but never to give up, and always to have in mind what the goals are and to work patiently and effectively to achieve them. S-M team members may expect too much of teachers. The role of leadership is not only to work cautiously but to develop security by helping teachers overcome these natural fears and concerns.

Continuity Is Crucial

We emphasize the fact that the real test of leadership is whether the school continues to move ahead when the principal takes another position (as many effective leaders do). The number who successfully stimulate school improvement is small in comparison to the demand. Leadership-in-depth with an S-M team, therefore, is the best, perhaps the only, solution to this problem.

Teachers through their department chairpersons in larger schools, and selected representatives in smaller ones, must become active members of the S-M team. The traditional separations between supervised and supervisors must be reduced as all of them work together to improve the learning of all the students. Nothing is more important in the continuous process of how to change your school.

The final selection of this booklet provides a review, a synthesis, and further directions. By this time we hope you have re-examined some of your present viewpoints and practices about your role in the process of schooling and your leadership in changing your school. What follows then are further specifics for you to consider.

Some Suggested First Steps

1. Create, at least in principle, the S-M team. Some positions may be part-time in the beginning. Include teachers as suggested.

2. Arrange weekly meetings to establish priorities, develop plans, collect and analyze relevant data, and the like. Make sure that two-way communications are established with all relevant groups.
3. Use a variety of techniques—brainstorming, role playing, and the like— to develop ideas and methods for improving the school.
4. Seek consensus on the kinds of data that need to be collected for purposes of school improvement—in contrast to the conventional data now used by some persons and groups to judge a school's effectiveness (some examples of needed data are given in the next section of this booklet).

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Obtaining Answers to Some Basic Questions

THIS SECTION BRINGS it all together. The basic goal, better schools for all students, requires that teachers have more time and better conditions for doing their professional tasks. Principals, too, need time to work more closely with teachers and students in the never-ending search for improved outcomes for both groups. Everyone needs assignments related better to personal talents and interests.

Changing schools is done to assure improvements for as many persons as possible in all of the foregoing groups in the school as well as persons outside. Unfortunately, schools sometimes are changed for wrong reasons, for example, to help one group at the expense of others, or some persons within a given category. Those situations must be avoided if changing your school is to be successful.

The method here is to raise questions and suggest possible answers. Our purpose is not to give final responses because every school represents situations that are more or less unique. However, there are generalities which may serve as starting points in the endeavors.

What we propose comes from many years' experience in working with all kinds of schools all over the country in

many projects to improve curriculum, extracurricular activities, improved preparation programs for teachers and administrators, better utilization of staff competencies, and most recently in the NASSP Model Schools Project.

We think we have some answers as we have suggested in this publication and others. A more important question is, *what answers do you have?* But first, are you asking the right questions?

Some Related Questions

The following questions cut across the content of the preceding 11 sections of this booklet. Answering them is another essential step in changing your school. The order is not significant. We know from experience that each question is relevant to your success. We number them only for your convenience in the discussions and studies you need to conduct.

1. *Have you determined priorities?*

The basis for awareness is significant. Doing something because the development suddenly is fashionable may not be a good reason to do so. Is the purpose to save money or use funds more efficiently? Has there been a needs assessment? If so, what kinds, or whose needs were involved? Did you evolve a particular project after considering a total model such as the one outlined in *A School For Everyone?*[9] Positive answers to those questions help to make changes better understood and more productive.

2. *How will you and the teachers involved find the time to change your school?*

More than two decades ago the senior author directed a nationwide project under the title, "Better Utilization of Staff Time and Talents." The methodology included the employ-

[9] Trump, *op. cit.*, pp. 249-64.

ment of assistants, technical devices, and a host of other alternatives. Now the times have changed and teacher organizations that supported such changes tend to oppose many of them. Nevertheless, staff differentiation and redeployment of facilities are the only ways to make better use of the special interests and abilities of each individual teacher. You may need to negotiate some new agreements.

3. *How will you involve the students so they know what is to happen, how, and the personal and group evaluation methods used to measure the results?*

You need to hypothesize the various outcomes in terms that they, their teachers, and their parents understand, indicating how the data will be collected and used.[10] What are the rewards for them? Change is easier when students know the expected results, what is going on and why, and can explain the developments to others.

4. *How will the leadership system actually work?*

Will the supervisory-management team concept be fully implemented? Are teachers involved in supervision and management as we have suggested earlier? Who will be responsible for what? Time spent on improving leadership is crucial.

5. *How will you explain the changes to the community?*

Have you anticipated the opposition and planned how to appease or at least neutralize it? Do you know who are friendly? What will be the nature of the publicity, including when and how much? How will you explain the redeployment of financial and other resources? What do you expect of the community (parents, employers, agency directors, and others) in providing alternative learning environments?

[10] Georgiades, *op. cit.*, pp. 74-92.

6. *Have you planned to redeploy expenditures?*

Several years ago we wrote an article entitled, "Doing Better With What You Have."[11] Some present expenditures that are less productive may be reduced in order to find extra funds for what now are non-existent but highly important services and programs. School persons have an enviable record of economic operations. Nevertheless, some changes can be made to improve programs by *redeploying* resources of all kinds.

7. *Have you recognized differences adequately and planned accordingly to make better use of available talents and interests?*

Earlier we mentioned teachers with respect to this objective because obviously they are key persons in changing schools; however, the same need applies elsewhere. Students, of course, come to mind at once. The supervisory-management team is another example. The concept applies also to community persons, parents, visitors, media presenters, and others. Most persons accept such changes when they understand why—if they have specified roles in them—and when they feel comfortable in the programs.

8. *How will you explain the outcomes?*

Criticisms are minimized to the extent that most persons understand better the purposes, programs, and methods of evaluation. Have you made plans to collect data both to tell the results of the changes and to help you plan for future developments? There needs to be continuous input to let you and others know whether change actually has occurred—or has there been mainly a changing of labels?

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[11] Trump, J. Lloyd and Georgiades, William, "Doing Better With What You Have," NASSP *Bulletin*, May 1970, pp. 106-133.

9. *How will you deal with visitors and representatives of the press and other communications media?*

Remember that a "smooth operation without difficulties" is regarded by some persons as extremely dull, certainly not newsworthy. They will snoop around until they find some problem or some malcontents. Hopefully you will be able to establish sufficiently cordial relationships that they will at least ask you what you are planning to do about the situations. In any event, you need to recognize that you will at times need to cope with unreasonable criticism. Do not panic. Remember, a good offense can compensate for at times what may be inadequate defense.

10. *Do you have a tentative timetable for the change?*

Where do you plan to be in developing the program in six months, a year, two years, etc., from now? Of course, it is difficult to know and to estimate the unanticipated successes and problems that speed-up or slow-down progress. Nevertheless a tentative plan for future changes is better than none.

11. *Can you develop a continuing "halo effect"?*

Innovations make any effort more exciting—for a time. The glow may lessen after awhile. The remedy lies in long-term planning that capitalizes on evolutionary rather than completely revolutionary changes. The process thus becomes more a continuing one rather than a sudden, traumatic experience.

12. *Is it worth it all?*

Several possible answers occur. Certainly much depends on the degree of commitment to do the best possible for everyone in the school: students, teachers, supervisors, and others. In the past in most schools the ones who received most attention were the least and the most talented and interested persons—or those who complained the loudest. These groups constitute a minority in any school regardless of location or constitutents. Have you planned to collect

and analyze data to reassure yourself and others? This question relates to number 8. We include this special attention to evaluation because so often the data that school persons collect are not described adequately to the public or even to themselves.

We hope we have suggested enough answers to your questions so that you can change your school effectively and profitably in terms of gains for everyone. The growth process is a conditioning one throughout the span called life. The process is easier when plans are developed better than frequently is the case now.

What we are really talking about here is *a school for everyone*. That goal requires different programs and arrangements in any school. How to change your school also involves everyone. But someone has to lead. That opportunity and responsibility are yours.

Some Suggested First Steps

1. Review all of the "suggested first steps" in this monograph along with others that you have developed yourself. Then check your methods in relation to finding answers to the questions in this section.
2. Check your planning with other persons who will be involved in changing your school. If everyone agrees, fine; if some do not, develop a tentative plan that includes all of them in evaluations of what occurs. Assure everyone that alterations will be made when the data show the need for them.
3. The important outcome now is to get started with some change that has a reasonable chance of being productive.

Credits—and About the Authors

Numerous persons inside and outside schools have contributed to the ideas and procedures that this book recommends. We pay tribute especially to the participants in the NASSP Model Schools Project, those persons who worked in the 32 schools plus many others who assisted us at various times on the project staff. Further details are provided in other reports from the project as listed earlier in Section 1 of this publication.

We thank also our NASSP colleagues, especially Owen B. Kiernan, Executive Director; Thomas F. Koerner, Director of Publications and Editorial Services; and Melinda Padgett, Project Secretary. The NASSP Board of Directors and the professional staff of the Association have supported our efforts in many ways.

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Both authors of this report have worked as teachers and administrators in public and private institutions of learning at all levels of education from elementary to higher, in a

variety of locations. Both have been involved for many years in projects to improve schools. Further details about their experiences are given in "About the Author" pages in *A School For Everyone* and *How Good Is Your School?* Both books are available from the National Association of Secondary School Principals.